

QCA Physical Education Core Tasks

Key Stage 1 and 2

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QCA CORE TASKS – Why are they useful?

The QCA core tasks can play a useful and crucial role in bringing together pupils' PE experiences.

- **What are core tasks?**

These are standardised tasks that provide a focus and context for each unit. They are contextual in relation to units, expectations and attainment levels. They are pitched for the majority of children, with adaptations provided to make the task easier or harder. They give pupils an opportunity to use and show what they have learned in a real context – suitably challenging for their age/ability.

- **Why are core tasks useful?**

They are:

1. Contextual in relation to units, expectations and attainment levels
2. Levelled by default to the attainment targets and outcomes
3. Standardised tasks designed to assist assessment and measure pupil progress , related to the 4 aspects of PE.

They provide:

1. Clear outcomes for pupils to achieve and for teachers analyse
2. A complete piece of work or end product for pupils to work towards
3. Focus and sense of directions
4. Something that pupils can visualise
5. Something to perform/share/celebrate
6. A Challenge

Using core tasks to track pupils' progress in physical education

'Authentic Contexts'

The core tasks in the QCA/DfES scheme of work for physical education (PE) give pupils an opportunity to use what they have learnt in an authentic context that is suitably challenging for their age and ability.

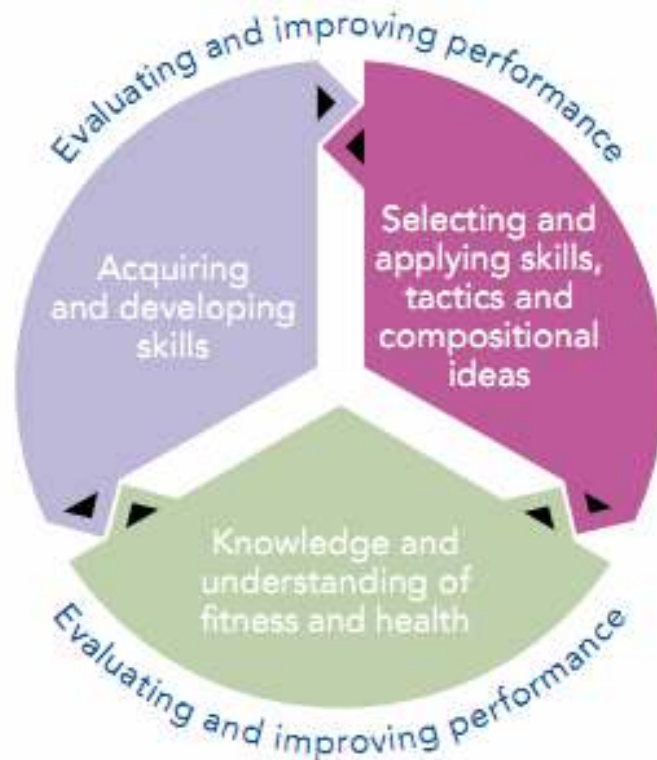
The PE core tasks provide a complete piece of work for pupils to achieve (Similar to the final piece of work that would be put into a pupil's portfolio or displayed on the wall in another subject). They:

- have been designed to match the physical, mental and emotional maturity of most pupils in an age group
- enable pupils to make progress by improving the quality of their performance in a particular task
- grow in complexity and difficulty as pupils make progress through a series of tasks
- have been written so that pupils can visualise a task – they know what it looks like and what to aim for
- enable teachers to recognise and validate pupils' progress

Each core task covers the four aspects of knowledge, skills and understanding required by the PE national curriculum, as shown in the following diagram. The components are linked and all need to be developed in order to perform a core task well.

The PE core tasks also provide an excellent framework for assessment for learning, as they involve an ongoing discussion between teacher and pupil about how to improve the quality of performance and make progress.

How do core tasks cover the national curriculum?



Linking the Four Key Aspects

The revised programmes of study for physical education have been constructed around four key aspects. These key aspects describe the knowledge, skills and understanding that must be taught. The aspects of physical education in which pupils make progress within and across key stages should be seen as:

- Connecting
- Interrelating
- Impacting upon each other

They provide the platform for teaching, assessing and reporting

Connecting the four aspects using an example specific to an invasion games skill - within a game or core task would be as follows:

- Acquiring and developing skills
Learn to perform a bounce pass or dribble
- Selecting and applying skill, tactics and compositional ideas
Where and when to perform a bounce pass or dribble
- Evaluating and improving
Consider the other aspects and how they may be improved
- Knowledge and understanding of fitness and health
Developing the necessary balance, speed and agility required

HOW TO USE CORE TASKS TO IMPROVE PUPIL ATTAINMENT AND PLOT PROGRESS IN PE

NB: When incorporating the use of core tasks into your teaching it is crucial that you are familiar with QCA units of work - particularly the Medium term plans and **sections on pupil expectations and learning outcomes** {4 strands } in addition to existing school PE plans and assessment material which may include :

- ✓ Assessment for learning policy
- ✓ self-assessment tables
- ✓ assessment registers
- ✓ child friendly level descriptors

Once you are happy with the above you may follow this guide:

- Discuss and share the task with the pupils, via the use of child friendly learning objectives and /or reciprocal task cards, .Highlight child friendly success criteria and /or levels descriptors - sharing with children what they will be assessed on and reasoning behind this early unit task.
 - Try to give pupils /students as much responsibility as possible in completion of the core task in terms of organisation of equipment etc. During activity assess the pupils to establish a baseline level taking into account some of the learning outcomes.
 - ASAP - provide effective feedback to pupils on the levels awarded and give generic targets of what a level three student, for example, has to do in order to achieve a level four. **{Only appropriate to KS 3,4}**
 - Discuss and identify what, as a group, they think they need to improve upon in order to perform the core task well in the future. Involve them as much as is possible in this.
 - Each week teach, revisit and practise various elements of the core task over duration of the relevant unit of work. This should be related back to the whole task when appropriate. {explain this to pupils}
 - Re-visit the full core task towards the end of the unit. You may wish to use self-assessment sheets as preparation for this a couple of lessons before. Inform the children that they will have a good deal of time to show their finished product in this final week/lesson (ensure you give them “ enough time to get good”)
 - Consider the use of ICT to help capture their progress and attainment
 - Make notes and/or formally record assessment relating to unit expectations/levels using the QCA ‘Plotting Progress Chart’ and the schools’ preferred recording method i.e. colour coded traffic light system related to Learning Outcomes and the 4 Aspects of PE, register with account of 4 Aspects etc
- And/or**
- A user friendly summative class record sheet/system. Consider how many pupils you feel have made progress from the baseline assessment that you made at the start of the unit

GYMNASTICS



- ✓ High Quality
- ✓ Locally available
- ✓ Achieving Excellence

PE at Key Stage 1 and 2

(Year 1) Unit 5: Gymnastic activities (1)

Core Tasks

Following are core tasks the children could be asked to carry out.

Task 1: Choose two ways of travelling, eg *walking backwards safely and a roll*, and link these to make a short movement phrase which you can remember and perform on the floor. Make sure you know where you start and finish, and what shapes you will make to start and finish.

Adaptations and variations on the task

Ask the children to:

- explore the variety of ways they can perform actions, *eg making different shapes, travelling in different ways*
- change the way they perform a movement or action, *eg change levels, speeds, pathways or directions, or use different body parts*
- try to perform the same movements using apparatus
- add still shapes at the beginning, middle and end of travelling actions
- work with a partner, *eg to copy or follow a travel sequence*

Task 2: Choose three 'like' actions, eg *three different jumps, three rolls, or three ways of taking your weight on your hands*, and link these actions to make a short movement phrase on the floor and apparatus. You need to be able to remember and repeat your movement phrase.

Adaptations and variations on the task

Ask the children to:

- vary the places in which they perform movements or actions, *eg through, across, along, between, around large or small apparatus or mats*
- work with a partner, *eg to copy or follow a travel sequence*
- use lower, separate apparatus and link fewer actions in the sequence (this will make the task easier)
- use higher, linked apparatus and link more actions in the sequence (this will make the task harder)

(Year 2) Unit 6: Gymnastic activities (2)

Core tasks

Task 1: Create and perform a simple sequence, on the floor and using mats, of up to four elements, eg *balance, roll jump, body shape*. Make sure you have a clear starting position and that you move smoothly between shapes and actions.

Adaptations and variations on the task

Ask the children to:

- explore the variety of ways they can perform actions, *eg making different shapes, travelling in different ways*
- change the way they perform a movement or actions, *eg change levels, speeds, pathways or directions, or use different body parts*
- work with a partner, *eg to copy or follow a travel sequence*
- vary the sequence by using contracting actions (this will make the task harder)
- repeat the sequence using some different pathways, actions and shapes

(Year 2) Unit 6: Gymnastic activities (2) – cont'd

Task 2

Transfer your sequence to a combination of floor, mats and apparatus, eg *move from the floor to finish on apparatus, or move from apparatus to finish on the floor*. Work with a partner to combine your sequence and your partner's sequence. Perform the new sequence as a pair.

Adaptations and variations on the task

Ask the children to:

- vary the places in which they perform movements or actions, *eg through, across, along, between, around large or small apparatus or mats*
- use lower, separate apparatus and link fewer actions in the sequence (this will make the task easier)
- use higher, linked apparatus and link more actions in the sequence (this will make the task harder)
- perform the sequence using different apparatus

(Year 3) Unit 14: Gymnastic activities (3)

Core tasks

Task 1

Using floor and apparatus, create and perform a sequence of contrasting actions, eg *three jumps and two balances*, showing contrasting shapes. Make sure you show extension when balancing and flow when transferring your weight, so that the end of one action is the beginning of another.

Task 2

Using floor and mats, create and perform a sequence that involves a clear change of speed, linking three balances with three different ways of travelling, eg *balance, travel, balance, travel, travel, balance*

Adaptations and variations on the task

Ask the children to:

- make their sequences shorter, use simpler actions and agilities, and reduce the number of elements they use (this will make the task easier)
- make their sequences longer, use harder actions and agilities, and increase the number of elements they use (this will make the tasks easier)
- perform the sequence with a new change of speed, level or direction, or to change a balance, shape or way of travelling
- work in groups, *eg divide the class into groups of four and ask the children to start and finish at the same time*
- perform the same sequence with different emphasis, *eg twisted shapes, symmetrical balances*
- use higher or lower apparatus
- use the apparatus laid out in a different way

(Year 4) Unit 15: Gymnastic activities (4)

Core task

Task 1

Create a sequence using floor and mats that has up to six elements, eg *four twisted shapes and two ways of turning while travelling*. Teach your sequence to a partner, and then perform it so that both of you start, perform and finish at the same time.

Task 2

Using floor and apparatus, work with a partner to create and perform a sequence that involves both of you moving together from a starting point, and then moving apart to finish. The sequence should include at least four elements, and each of you should follow an L-shaped pathway.

Adaptations and variations on the task

Ask the children to:

- make their sequences longer or shorter, *eg include more balances, body shapes, ways of travelling*
- make up another sequence using the same rules, *eg change the order of shapes and ways of travelling*
- perform the sequence with a change in dynamics, or include a second dynamic, *eg perform the sequence with changes of level and speed, or change of speed and direction*
- find a way to perform the same sequence using different apparatus, or a combination of floor and apparatus
- work in groups of three or four
- use canon instead of matching, or work with another pair and find ways to change partners during the sequence
- perform the sequence with a different emphasis, *eg stretched shapes and movements that involve curling actions*

PE at Key Stages 1 and 2 (Year 5)

Unit 27: Gymnastic Activities

Core Tasks

Following are core tasks the children could be asked to carry out.

Task 1

Working with a partner or in a small group, and using floor and mats, create and perform a gymnastic sequence of at least eight elements, eg a combination of asymmetrical shapes and balances, with symmetrical rolling and jumping actions. Your sequence should include changes of direction and level, and incorporate mirroring or matching shapes and balances.

Task 2

Adapt the floor and mat sequence that you created in Task 1, so that it can be performed on apparatus that includes two sections with different levels. Design the sequence so that you start on one level of the apparatus, move to the floor, and finish on a different level of apparatus. The group must start and finish the sequence at the same time.

Adaptations and variations on the task

Ask the children to:

- make their sequences longer or shorter, *eg include more balances, body shapes, ways of travelling*
- make up another sequence using the same rules, *eg change the order of shapes and ways of travelling*
- perform the sequence with a change in dynamics, or include a second dynamic, *eg perform the sequence with changes of level and speed, or changes of speed and direction*
- find a way to perform the same sequence using different apparatus, or a combination of floor and apparatus
- work in a larger or smaller group and ask the group to use canon, or combine with another group to change partners during the sequence
- perform the sequence with a different emphasis, *eg stretched shapes and movements that involve curling actions*

PE at Key Stages 1 and 2 (Year 6)

Unit 28: Gymnastic Activities

Core Tasks

Following are core tasks the children could be asked to carry out.

Task 1

Using what you know about composing a sequence, create and perform a sequence on floor and apparatus for an audience. Your sequence should include at least eight to 10 elements, *eg start on the floor, move onto apparatus, finish on the floor*. It must also include twisting and turning, flight, changes of direction and speed, and contrasting shapes and balances.

Task 2

Adapt the sequence you created in Task 1 so that it can be performed in a small group of three or four, using the floor and apparatus so that each person starts and finishes in a different place.

Adaptations and variations on the task

Ask the children to:

- make the sequences longer or shorter, *eg include more balances, body shapes, ways of travelling*
- make up another sequence using the same rules, *eg change the order of shapes and ways of travelling*
- perform the sequence with a change in dynamics, or include a second dynamic, *eg perform the sequence with changes of level and speed, or changes of speed and direction*
- find a way to perform the same sequence using different apparatus, or a combination of floor and apparatus
- work in larger or smaller groups, and include canon, matching and synchronised movement
- perform the sequence with a different emphasis, *eg stretched shapes and movements that involve curling actions*

PE at Key Stages 1 and 2 (Year 6/7)

Unit 33: Gymnastic Activities – Link Unit

Core Tasks

Following are core tasks the children could be asked to carry out.

Task 1

With a partner, create and perform a pair sequence on the floor lasting about one minute. Make sure that you use skills and ideas from this unit. Your sequence must:

- include at least six different actions
- include at least four balances (some of which must be upside down)
- show how you and your partner relate your own actions and balances to each other

There must not be any physical contact between you and your partner.

Adaptations and variations on the task

Ask the children to:

- make their sequences longer, *eg include more balances, body shapes, and/or ways of travelling* (this will make the task harder)
- make their sequence shorter
- include specific actions or agilities that are more difficult (for the more able)
- work with some support or help (for the less able)
- vary their sequence by changing the order of shapes, or ways of travelling
- perform their sequence using different levels and change of speed, or changes of speed and direction
- fit short phases of action to music

Task 2

Using the ideas and actions that you used in your pairs sequence, join with another pair and combine the two sequences to produce a group sequence either on the floor or using apparatus. Make sure you plan pathways, *eg towards, away, parallel; relationships, eg linked, using some physical support, separate, symmetrical, asymmetrical; and timing, eg matched, mirrored, canon, unison.*

Adaptations and variations on the task

Ask the children to:

- find a way to perform the same sequence using different apparatus, or a combination of floor and apparatus
- work in larger or smaller groups, to make the task harder or easier
- include canon, matching, or a change of partners
- perform their sequence with a different emphasis, *eg stretched shapes and movements that involve curling actions*

GAMES



- ✓ High Quality
- ✓ Locally available
- ✓ Achieving Excellence

Key Stage 1 and 2 Games Core Task:

PE at Key Stage 1 (Year 1) Unit 3: Games activities (1)

Following are core tasks the children could be asked to carry out

Task 1: net-type game

The aim of the game is to throw beanbags into your opponent's hoop to score points. The game is played one against one.

Set up a 'court' with a line dividing two players. Position a hoop on either side of the line, 1m to 2m from the line (see diagram 1). Each player tries to throw three beanbags into the hoop on the opposite side of the line, while their opponent tries to stop them without actually touching the hoop. After one player has thrown three beanbags, the other player has a go. Once the children have learnt how to defend their hoop well, add a second hoop about a child's stride away from the first (see diagram 2).

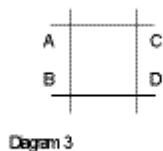


Adaptations and variations on the task – ask the children to:

- use big hoops as targets; moving the hoops nearer to the line will make the game easier
- throw the beanbags at cones or markers instead of into hoops; moving the hoops further apart if they are playing with two hoops will make the game harder
- concentrate on accuracy by playing the game without opposition
- play two against two, with three or four hoops or cones on each side (this will increase the challenge for better players)

Task 2: net-type game

The aim of the game is to score points by sliding a beanbag or rolling a ball over your opponent's line. The game is played one against one, or two against two. Set up two parallel lines, 3m to 5m apart (make sure there are sides to the court). The children should position themselves on either side of the lines, but may put their hands into the space between. The opponents try to intercept the ball or beanbag and then try to score themselves.



Adaptations and variations on the task - Ask the children to:

- move the lines further apart as they get better at playing the game
- use small equipment to make the game harder, or large equipment to make it easier
- use hockey sticks with beanbags or small balls
- kick soft balls
- use a table and bats to push the ball, as in polybat

Task 3: Striking and Fielding Game

The aim of the game is for the thrower (the batter) to score as many points as possible by throwing beanbags into a channel and then counting how many times they can move in and out of a hoop before fielders retrieve the beanbags. The game is played one against one, one against two, or one against three.

One player stands in a hoop and throws beanbags down a marked channel. The other players stand behind the thrower and run to retrieve the beanbags after they have been thrown (see diagram 4). There should be one beanbag for each fielder to retrieve. Players take it in turns to throw. Once the children know how to play the game successfully, the fielders should stand in the throwing channel to try to intercept the beanbags (see diagram 5).

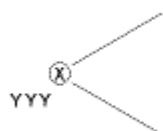


Diagram 4

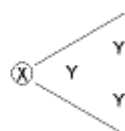


Diagram 5

Adaptations and variations on the task

Ask the children to:

- play with no more than three fielders, to keep scoring easy
- give the thrower more time by saying that all the fielders have to touch the beanbags before returning them, or by not letting fielders run with beanbags
- hit the beanbags with a small bat or racket
- kick the beanbags
- play the game using a fast ball with a variable bounce, to make fielding more difficult than with beanbags or a slow ball
- use a tee to hold the ball for hitting
- play the game on a narrower or wider playing area
- use a sounding bell to direct children who are unable to use visual clues
- make up other ways of scoring, *eg throwing and catching a ball to each other*
- play the game with one child throwing and another jumping in and out of the hoop

Adapting the unit

Following are core tasks the children could be asked to carry out

Task 1: Invasion Game

The aim is to score as many points as possible before the defender touches the ball. Lay out 4 – 8 cones in a playing area that is between 5m² and 10m². Play with a team of three attackers against one defender. The three attackers must use throwing and catching skills, and cannot move with the ball. Their aim is to score points by touching the ones with the ball as many times as they can. They can touch the cones in any order, but must not touch the same cone twice in row.

Adaptations and variations on the task

Ask the children to:

- score on a particular colour cone (put out cones of different colours)
- knock over, rather than touch, a given number of cones, so there is a clear beginning and end to the game
- play in a bigger space with more attackers (this will make the game easier)
- play in a smaller space with fewer attackers (this will make the game harder)
- use rolling and stopping skills, instead of throwing and catching
- use kicking skills, or pushing skills with bats or sticks (once they are good at the game). To make this easier, let them dribble short distances, *eg three or four touches*
- use a beanbag instead of a ball
- use a small ball, to make throwing and catching more difficult

Task 2: Net Game

The aim is to score points by throwing or hitting a ball over a net so that it bounces twice, with the first bounce in the court area. Play the game on a marked court with about 2-3m² on each side of a low net. Play the game two against two – each pair should have one player with a racket and one without. Players who do not have a racket ‘feed’ a ball to their partners, who then try to hit it over the net into their opponents’ court. When the ball goes over the net,, the player without the racket on the other side tries to intercept or catch the ball before it bounces twice, before feeding it to their own partner. When their hitting skills improve, players can catch the ball themselves before hitting it back, and go on to a continuous rally.

Adaptations and variations on the task – Ask the children to:

- toss a beanbag off their bat. Show them how to catch a beanbag on their bat using their hand to help
- use throwing and catching skills (this will make the game easier)
- bounce the ball on their own side of the net before it goes over (this will give the opponents more time to see the ball)
- take in turns at catching and throwing. Some children will need to play the game without a partner catching the ball for them
- play continuous rallies (once they can hit consistently with control)
- play on bigger or smaller courts or against a wall
- play specific games that children will restrict movement can play, *eg polybat*

Task 3: Striking and Fielding Game

The aim is for the batter to hit a ball into a field, and then to run as far as possible around a circuit of bases before the fielding team returns the ball to the fielding base. Play the game with one batter, one feeder and three fielders. The feeder throws the ball to the batter, who then hits it into an arc with an angle of 60° to 90°. The batter scores by carrying a beanbag to one of four bases placed in a semi-circle, running around these in an anti-clockwise direction. The first base is worth one point, the second two points, and so on. The batter can only run until the fielding team returns the ball to the fielding base. The batter has four consecutive goes and adds up the points from each hit. Everyone takes turn to bat, field and feed.

Adaptations and variations on the task

Ask the children to:

- use throwing skills instead of hitting skills
- use different – sized balls
- decided which balls are best for the batters, and which are best for the fielders
- bowl the ball underarm and hit it on the full toss (if they are particularly able)
- play with the bases further apart and further away (this will make scoring more difficult)
- play with the bases closer together and nearer (this will make scoring easier)
- works as a team when fielding, by not allowing them to run with the ball
- use different sending skills, eg *kicking*

PE at Key Stage 2 (Year 3) Unit 10: Invasion Games (1)

Following are core tasks the children could be asked to carry out. **Task1**

The aim of the game is to score points by bouncing the ball in a target hoop, or by knocking over a target skittle.

Place a hoop or skittle in a target circle about 2 metres to 3 metres across. The playing space extends all around this circle, but players are not allowed to enter the circle. Play the game four against two, and later four against three. Both teams score by hitting the target hoop or skittle. After a 'goal', the larger team takes a free pass from a specific starting point away from the circle. Both teams can travel with the ball by bouncing it. There is no physical contact.



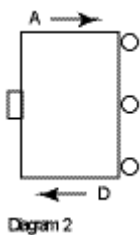
Adaptations and variations on the task – Ask the children to:

- play the game with football or hockey-type equipment, using cones about 1 metre apart as mini-goals inside the circle. Make sure there are at least four goals to score through
- swap teams regularly, so that they all play in the small team (this challenges larger and more able children)
- swap groups regularly, taking into account size ability
- play the game without travelling with the ball, or with only one side travelling
- play three against three (for the most able)

Task 2:

The aim of the game is to score more goals than the opposition. Play using throwing and catching skills, kicking skills, or striking skills. Select appropriate equipment for the game.

Play this end-to-end game on a pitch that is about 10m x 20m (wider than it is long). Play three against one, and later, three against two. Put three small goals at one end of the pitch (for the team of three) and one large goal at the other end. The larger team is not allowed to travel with the ball, but the smaller team is allowed to travel by bouncing (or dribbling) the ball. There is not physical contact. The team of three takes all re-start passes from its own goal line after a goal has been scored or the ball goes out of play.



Adaptations and variations on the task - Ask the children to:

- play the game with the goals spread out in different patterns across the goal line
- play with a larger number of goals, play on a pitch that is longer than it is wide
- play with goals that are worth different points, depending on how difficult they are, *eg targets in the middle of the pitch are worth more than targets in the corner, smaller targets are worth more than larger targets*
- play with an area in front of the goals where nobody can go, so that it is harder to defend the goals

Core Task

Following are core tasks the children could be asked to carry out

Task 1

The aim of the game is to pass the ball to a nominated player in the end zone of a pitch.

Play the game four against two and then four against three. Play on a pitch that is about 10m x 20m – the end zones should be about 1m wide, running the width of the pitch. Use netball, basketball, football or hockey equipment and techniques.

To score points, the ball has to be passed to, and stopped by, a player who has been nominated to receive the ball in the end zone. This player can move anywhere on the pitch, but must be in the end zone to receive the ball, and then shoot to score a 'goal'. The goals can be hoops, nets, posts, etc. After every goal, the team that did not score takes a free pass from its back line. If the ball goes out, the opposition throws in from where the ball went out.

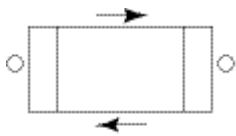


Diagram 1

Adaptations and variations on the task – Ask the children to:

- start by using throwing and catching techniques with no travelling. Later introduce travelling by bouncing the ball
- use non-typical equipment and rules, eg a Frisbee, a bat to hit the ball to a team-mate who catches the ball
- play on a court that is wider or longer
- try playing on a pitch that is longer than it is wide
- practise shooting, eg into a hoop, when they get the ball in the end zone
- play in smaller teams, eg three against one, three against two
- play in slightly larger teams (if they are more able children)

Task 2

The aim of the game is to pass the ball to a nominated player standing in one of the targets at the end of the playing space.

Play three against two and then three against three. Play on a pitch that is about 10m x 20m and position three goals at either end of the pitch. Follow similar rules to those described in Task 1. Each team has three goals to score in – the middle goal is worth three points, the outer goals are worth one. Start by using throwing and catching skills, then introduce equipment and rules using kicking or striking skills

Adaptations and variations on the task

Ask the children to:

- move the goals closer to a corner
- play with a larger number of goals
- move the goals into the field of play
- shoot from either side of the target, if football or hockey-type goals are being used
- have a free shot at goal after receiving the ball in the target area
- play the game on a pitch that is longer than it is wide
- swap teams, so that they all play on both the smaller and larger teams. Introduce even-sided teams when the children are ready and play well enough
- play the game on a smaller pitch, or in teams with an advantage in numbers (if they are less able children)
- allow any player to score

Task 3

Ask the children to make up their own invasion game and find ways to play it well. Ask them to choose:

- rules
- equipment
- how to score
- how to start and restart the game

Tell them to think about how to make sure that their game is safe to play.

PE at Key Stages 1 and 2 (Year 5)

Unit 23: Invasion Games

Core Tasks

Following are core tasks the children could be asked to carry out

Task 1

The aim of the game is to beat the opposition by scoring more goals.

Play the game five against three and then five against four. Play on a pitch that is 20m to 30m wide, and 30m to 40m long. Position one large goal at one end of the pitch, and two smaller goals at the other end. Use netball, basketball, hockey or football equipment and skills. Make the pitch smaller if you choose to focus on netball skills.

The team with five players attacks the large goal, while the team with fewer players attacks the two smaller goals. There are no goalkeepers. After each goal, and whenever the ball goes out of play, the larger team starts with a free pass from the line between the goals it is defending

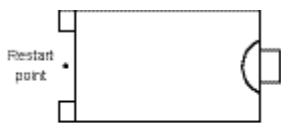


Diagram 1

Task 2

The aim of the game is to beat the opposition by scoring more goals

Play five against four and then five against five. Play on a pitch that is about 20m x 40m, divided into four sections with a goal at either end. Use mini-hockey or mini-football rules, and play the game with small goals and no goalkeepers, or larger goals with keepers. Players must not pass the ball over more than two lines or dribble the ball across a line between sections. There is no limit on where they can go.



Diagram 2

Adaptations and variations of the tasks

Ask the children to:

- use netball or basketball skills to work on throwing and catching
- use football or hockey skills to work on kicking and striking
- play the game with fewer defenders (for less able children)
- play the game on a smaller pitch, and limit the number of consecutive touches of the ball a player can have, *eg one, two or three touches* (for more able children)
- use non-contact rugby or mini-rugby rules. Spread five hoops along the line for the attackers to score in. if using rugby rules for task 2, increase the number of sections to six or eight, and say that no player may carry the ball across more than one line at a time.

PE at Key Stages 1 and 2 (Year 6)

Unit 24: Invasion Games

Core Tasks

Following are core tasks the children could be asked to carry out

Task 1

The aim of the game is to beat the opposition by scoring more goals.

Play the game four against four and then five against five. Play on a pitch that is 15m to 20m wide, and 30m to 40m long. Position one goal at each end of the pitch, with a shooting area of about 10m x 10m,

At first, play without goalkeepers and only allow players to shoot when they are in the shooting area.

Later, allow players to shoot from outside the area and add goalkeepers. Encourage teams to think about how they need to change the way they organise themselves to attack and defend in the different games.

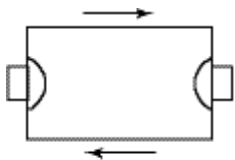


Diagram 1

Adaptations and variations on the task

Ask the children to:

- play the game with only attackers allowed in the shooting area; one defender and any number of attackers allowed in the area; and with nobody allowed in the area
- use rugby rules, with only one defender allowed in the area and two scoring hoops
- play on a pitch with a larger or smaller shooting area
- play the game with only a limited number of players on each side allowed to score goals
- play with uneven sides, *eg five against three or five against four*, to make it easier for some children than others
- play with smaller goals, or only have a limited number of touches (for more able children)
- play with bigger goals, more goals at one end, or fewer players so they have more time (for less able children)

Task 2

The aim of the game is to beat the opposition by scoring more goals.

Play the game four against four and then five against five. Play on a pitch that is about 30m x 40m, divided into three areas. Position three goals at each end of the pitch. Use football or hockey rules.

The game is played in a similar way to task 1. Players are not allowed to tackle in the middle third of the pitch, but may intercept the ball. The middle goal at each end is worth five points, and the outer goals are worth one point. Encourage the children to think about the different ways they can attack and defend.



(In netball no marking or intercepting in this area)

Diagram 2

Adaptations and variations on the task

Ask the children to:

- play on a larger or smaller pitch
- play on a pitch with different sections that are larger or smaller
- play on a pitch that is wide and short
- play the game with players only allowed to go in particular sections
- use rugby rules, with six scoring markers/places
- play the game with only a limited number of players allowed to score
- play with uneven sides, *eg five against three or five against four*, to make it easier for some children than others
- play with smaller goals, or only have a limited number of touches (for more able children)
- play with bigger goals, more goals at one end, or fewer players so they have more time (for less able children)

Task 3

Play five against five versions of mini-football, mini-hockey, mini-rugby, mini-netball or mini-basketball

PE at Key Stages 1 and 2 (Year 5/6)

Unit 26: Net/wall games

Core Tasks

Following are core tasks the children could be asked to carry out.

Task 1

The aim of the game is to score points by hitting a ball into your opponent's court and the ball bouncing twice.

Play the game one against one on a long, narrow court that is about half the size of a short tennis or badminton court. Use a rucked and a suitable ball. Players score a point when the ball lands in the court and bounces twice. Ask the children to choose their own way to start and restart the game. If the ball lands outside the court the rally continues – no points are lost for hitting the ball out or into the net.

The game can also be played on a wide, short court.

Task 2

The game is played in the same way as task 1, but:

- raise the height of the net, so that it is above players' head height
- make the court a little narrower and longer
- introduce the rule that a point is scored by the hitter if the ball lands in court (this teaches the children basic volleying)

It may be helpful to play with a shuttlecock rather than a ball

Task 3

Play short tennis doubles and singles, using the basic rules on a full court.

Adaptations and variations on the task

Ask the children to:

- play similar games on a table
- use throwing and catching, or pushing and stopping, as the skills
- play in a smaller or larger court, and use equipment and rules that suit the needs of individual children
- play without a net, if appropriate
- play the game in half the space by hitting the ball against a wall
- play doubles, to make better use of space. Ask double partners to take alternate shots
- use positive scoring systems – try not to reward mistakes. Players should score points when their shot is so good that their opponent cannot reach it. 'Unforced' errors should not be penalised
- work together in groups of six to eight, taking turns to play, umpire and collect information, *eg the length of rallies, the most accurate shots*
- use volleyball-type skills, *eg throwing and catching, or catching and pushing, for task 2*

PE at Key Stages 1 and 2 (Year 5/6)

Unit 25: Striking and Fielding Games

Core Tasks

Following are core tasks the children could be asked to carry out

Task 1

The aim of this game is for a pair (one batter and one runner) to score as many runs as possible.

Play the game two against four. One of the pair bats while the other runs. The batter is only allowed to hit the ball into one area of the field. Once the batter has hit the ball, the runner runs between two wickets or bases, scoring one run for getting there and back. The runner is not allowed to run if the fielders have caught the ball before it hits the ground, or after the fielders have got the ball back to the return base.

After six balls, the batter swaps ends but still hits into the same area of the field. After 12 balls, the runner and the batter change roles. The fielders take it in turns to bowl, and must try to stop the pair from scoring.



Adaptations and variations on the task

Ask the children to:

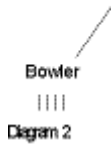
- run around bases set in a circuit, as in rounders; give a point for each base reached
- run between bases that are closer together; hit the ball into a larger area; hit off a tee; feed the ball sympathetically when bowling (this will make it easier to score)
- run between bases that are further apart; hit the ball into a smaller area; try to bowl the batter out; play with a larger number of fielders (this will make it harder to score)
- use equipment with which they can be successful, *eg different size and weight bats or rackets, softer or harder balls, smaller or larger balls*
- use positive scoring systems, so that players are not rewarded for their opponent's mistakes

Task 2

The aim of this game is for pairs to score as many runs as possible in an innings of a set length

Start with a three-pair game. One pair bats; one pair fields; and the third pair bowls and keeps wicket. The bowling pair take it in turns to bowl from either end (three, six or 12 balls each). Set a length for an innings, *eg 12 balls, 24 balls*. At the end of an innings, the pairs swap roles. Each pair starts with 10 runs, which they add to when batting by running or scoring boundaries. They lose five runs when they are run out, caught or bowled.

Hitler Zone



Adaptations and variations on the task

Ask the children to:

- play the game with the rule that the batting team is out when it is caught, bowled or run out. Give more lives to less able children, and fewer lives to more able children
- use overarm bowling
- introduce or remove a boundary
- use a bonus points system for good fielding or bowling so that pairs can add to their score when fielding or bowling, as well as when batting
- use a 360° arc for play; hit the ball into a larger area; hit off a tee; feed the ball sympathetically when bowling (this will make it easier to score)
- use a 180° arc for play; hit the ball into a smaller area; try to bowl the batter out when bowling; play with a larger number of fielders (this will make it harder to score)
- use equipment with which they can be successful, *eg different size and weight bats or rackets, softer or harder balls, smaller or larger balls*
- use positive scoring systems

PE at Key stages 1 and 2 (Year 6/7)

Unit 32: Games Activities – Link Unit

Core Tasks

Following are core tasks the children could be asked to carry out

Task 1: Invasion Games

The aim of the game is to set up an attack, and to shoot or score without the defenders touching the ball.

Play the game four against three or five against four, on a pitch that is divided into three sections. The larger team (mainly attackers) starts with the ball in one end section, and tries to score a goal in the other end section. The smaller team (mainly defenders) is only allowed in the middle section of the pitch, and has to try to stop the opposition from scoring or keeping possession. The smaller team scores when it gets the ball in one of two goals in the larger team's starting section.

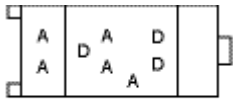


Diagram 1

Adaptations and variations on the task

Ask the children to:

- play the game with different equipment, *eg equipment for hockey, football, rugby, netball*
- play on a pitch that is wide, but short from end to end
- play on a pitch that is narrow, but long from end to end
- only score when they are inside a 'scoring zone' or outside a 'scoring zone'
- play with only a limited number of players allowed in the scoring zone
- play even-sided games with the team in possession restricted to the middle zone

Task 2: Net/wall Game

The aim of the game is to score points by making the ball bounce twice on the opponent's side of the net. The first bounce must land in the court.

Play in pairs or threes on a court that is short and wide. Serve from the back of the court. Players on the same team should take it in turns to 'hit' the ball.

Adaptations and variations on the task

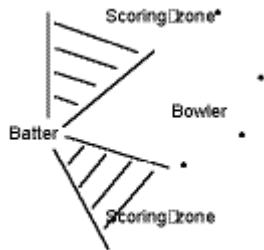
Ask the children to:

- use tennis or short-tennis equipment
- use throwing and catching skills with a large ball
- let the ball bounce twice before hitting it (this will make the task easier)
- play on larger court (this will make the task harder)
- play with a higher or lower net
- use a high net and badminton equipment, if volleying is used

Task 3: Striking and Fielding Game

The aim of the game is to score points or runs by running around bases or between wickets.

Play the game with a pair of batters against four to six fielders, who take it in turns to bowl. Players may only run when they hit the ball into marked areas of the field.



Adaptations and variations on the task

Ask the children to:

- use the basic rules and conventions of cricket, rounders or stoolball
- hit the ball into two to four marked areas
- choose when they run; score bonus points if they hit the ball into the marked areas; use other equipment for batting, *eg a tennis racket* (this will make batting easier for some children)
- hit the ball into smaller marked areas (this will make batting harder)
- try to get batters out when they are bowling and fielding
- bowl sympathetically, to help the batters
- try to reach a target number of runs during an innings
- score bonus points for effective fielding

DANCE



- ✓ High Quality
- ✓ Locally available
- ✓ Achieving Excellence

Core task

Following are core tasks the children could be asked to carry out

Task 1

Create, perform and share short dances based on themes such as:

- **clowns – funny walking patterns, balancing, tumbling, jumping, falling**
- **penguins – huddling, flapping, waddling**
- **folk dance patterns – dancing in a circle, skipping to the centre and out, clapping and stamping a pattern on the spot, walking backwards and forwards in a chain**

make sure you can remember how to start and finish your dance, and what shapes or actions you have in the middle. Make sure these are always the same.

Adaptations and variations on the task

To make the task easier:

- use ideas the children are familiar with
- make the movement phrases short and keep actions simple
- use simple accompaniment
- ask the children to work on their own
- use small spaces and similar heights and directions

To make the task harder:

- use more abstract stimuli
- make the movement phrases longer and actions more complicated
- use more complex rhythms, including changes of speed
- work in small groups
- use larger spaces and different heights and directions

Other dance ideas that could be explored include shapes, squares and circles; *Singing in the Rain*; *Teddy Bear's Picnic*; or *The Scarecrow*.

Core tasks

Following are core tasks the children could be asked to carry out.

Task 1

Create and perform short dances, using rhythm and expressive and dynamic qualities to show different moods, ideas and feelings. You could use stimuli such as *Ananse and the Sky God*, with:

- **sad children – walking and stopping, droopy, slow, slumped shapes**
- **angry Sky God – angry, stamping, giant-like steps; strong, sudden movements**
- **spider’s web and climbing – weaving, zigzag curving, travelling patterns, climbing actions on the spot**
- **happy motif – skipping, hopping, running, shaking**

Adaptations and variations on the task

To make the task easier:

- use ideas the children are familiar with
- make the dance phrases short and keep actions simple
- use simple accompaniment
- ask the children to work on their own
- use small spaces and similar heights and directions

To make the task harder:

- use more abstract stimuli
- make the dance phrases longer and actions more complicated
- use more complex rhythms, including changes of speed
- work in small groups
- use larger spaces and different heights and directions

Other stimuli or dance ideas could include the sea, festivals, the seasons and weather.

Core tasks

Following are core tasks the children could be asked to carry out

Task 1

Create and perform a dance, either on your own, with a partner or in a small group, on the idea of ‘machines’. Make sure you use changes in speed, strength, level, directions and space in your dance.

Include the following three sections in your dance:

- **section 1 – cogs and pistons. Circling, jerky, pulling, pushing, shaking, large, small, whole body actions, individual body parts, quick and sudden, slow and controlled, speeding up, slowing down, on the spot, travelling, on your own, with a partner**
- **section 2 – working together. Copying and following each other, moving in opposite directions, side by side, facing each other, moving in unison, in canon, meeting and parting, going over, under and round a partner**
- **section 3 – breakdown. Out of control, spinning, jumping, racing, slowing and stopping**

Adaptations and variations on the task

To make the task easier:

- use ideas the children are familiar with
- make the dance phrases shorter and keep actions simple
- use simple accompaniment
- ask the children to work on their own
- use small spaces and similar heights and directions

To make the task harder:

- use more abstract stimuli
- make the dance phrases longer and actions more complicated
- use more complex rhythms, including change of speed
- work in small groups
- use larger spaces and different heights and directions

Other stimuli or dance ideas could include Pat-a-cake Polka; meeting and greeting; Creation stories, eg *Pan Gu*, *Hope on a Rope*; Volcanoes; and folk dances using partner and group formations.

Make sure the children have experience of working on their own, with a partner and in a small group.

Core tasks

Following are core tasks the children could be asked to carry out

Task 1

Create and perform dances based on characters and narrative, using the dance idea 'Welcome to the House of Fun'. The dance should have two or three sections, which could be based on:

- individual characters – body shape, travelling at different speeds, shy, giggling, kicking, punching
- hall of mirrors – developing body shapes using different levels, balancing, supporting, changing the group shape by moving under, round and through each other to create different still images, *eg long, thin, contorted, wide, round, while pulling funny faces*
- a comic fight – *eg Popeye against Pluto*, including action and reaction, and question and answer sequencing, *eg swipe, turn, travel, swing, fall, lift, tumble, roll*

Adaptations and variations on the task

To make the task easier:

- use ideas the children are familiar with
- make the dance phrases shorter and keep actions simple
- use simple accompaniment
- ask the children to work on their own
- use small spaces and similar heights and directions

To make the task harder:

- use more abstract stimuli
- make the dance phrases longer and actions more complicated
- use more complex rhythms, including change of speed
- work in small groups
- use larger spaces and different heights and directions

Other dance ideas could include myths and legends, *eg Icarus, Where the Wild Things Are*; films, *eg The Iron Man, Midsummer, Night's Dream, The Nutcracker Suite*; advertisements; objects, *eg shoes and hats*.

PE at Key Stages 1 and 2 (Year 5)

Unit 21: Dance Activities

Core Tasks

Following are core tasks the children could be asked to carry out

Task 1

In groups, learn the patterns and structure for a set dance, eg *the pavane*, and then perform it to others

Task 2

As a class, create and perform a dance with three sections. This might include:

- Tudor dance – a set dance focussing on performance style, patterning and timing
- patterns – using fabric and garden designs to create small group dances that develop step patterns, gestures and pathways
- the masque ball – a processional section with different leaders and characters, eg *courtiers*, *jesters*, which develops into a whole-class dance combining different formations, rhythms and patterns

Working with your teacher, decide how individuals and groups will take on roles and sections of the dance. Try taking on your partner's role in the dance. Try being the choreographer for a small section of the dance.

Adaptations and variations on the task

To make the task easier

- use ideas the children are familiar with
- make the dance phrases shorter and keep actions simple
- use simple accompaniment
- as the children to work on their own or in pairs
- use small spaces and similar heights and directions

To make the task harder

- use more abstract stimuli
- make the dance phrases longer and actions more complicated
- use more complex rhythms, including changes of speed
- work in small groups
- use larger spaces and different heights and directions

Other dance ideas could include Zorba line dance; the slave trade; the Wild West (cowhands, Native Americans); American square dancing or line dancing; tribal dances, eg *haka*, *Aboriginal stamping dances*; terraces and turfs (sporting customs).

Alternatively, the children could choose their own dance stimulus or idea.

PE at Key Stages 1 and 2 (Year 6)

Unit 22: Dance Activities

Core Tasks

Following are core tasks the children could be asked to carry out.

Task 1

In pairs or small groups, create and perform a dance. Use a short video extract, eg 'Humboldt's Hog Nose Flea Dance' from 'Still Life at the Penguin Café', 'Cats' (Andrew Lloyd Webber), or 'West Side Story', to inspire your movement and ideas. For example, you could base your dance on an idea such as 'comical folk', human animals, fitting in with a gang.

Take ideas from the video, choosing:

- movement and actions, eg *skipping, hopping, jumping, lifting, supporting, different body shapes, stamping and striking sticks*
- dance style
- structure, eg *solo, partner and group work; meeting, parting, over, under, around, follow, unison, canon*
- patterning, eg *circling, weaving, straight lines, facing*

Make sure you plan a dance framework for one, two, three or four sections, with different forms such as AB, ABA, ABCDAB. You will need to choose which sections are danced by individuals, and which in pairs or groups. Try taking on someone else's role in the dance. Try being the choreographer, costume or set designer.

Adaptations and variations on the task

To make the task easier:

- use ideas the children are familiar with
- make the dance phrases shorter and keep actions simple
- use simple accompaniment
- ask the children to work on their own
- use small spaces and similar heights and directions

To make the task harder:

- use more abstract stimuli
- make the dance phrases longer and actions more complicated
- use more complex rhythms, including changes of speed
- work in small groups
- use larger spaces and different heights and directions

Other dance ideas could be inspired by cubist paintings; Aboriginal art; modern sculptures; photographs from a particular era or event; architecture; junk; props; film and television; personal and social issues, eg *bullying, pollution*.

PE at Key Stages 1 and 2 (Year 6/7)

Unit 31: Dance Activities – Link Unit

Core Tasks

Following are core tasks the children could be asked to carry out.

Task 1

Create and perform step and actions patterns and short dances from a range of dance crazes, such as:

- Saturday Night (1990s)
- Saturday Night Fever, disco (1970s)
- Locomotion, Mashed Potato, Twist (1960s)
- Rock 'n' Roll (1950s)
- Jitterbug, Swing (1940s)
- Lindy Hop (1920s)

Choose two or three of the styles and create a longer dance incorporating the styles you have chosen. Join with a partner or small group to develop and perform your dance.

Adaptations and variations on the task

To make the task easier:

- use ideas the children are familiar with
- make the dance phrases shorter and keep actions simple
- use simple accompaniment
- ask the children to work on their own
- use small spaces and similar heights and directions

To make the task harder:

- use more abstract stimuli
- make the dance phrases longer and actions more complicated
- use more complex rhythms, including changes of speed
- work in small groups
- use larger spaces and different heights and directions

Alternatively, a dance style could be taught as part of a wider dance idea, such as the Blitz:

- the Blitz – *eg running, diving, hiding, rolling, crashing, partner and group work (lifting, supporting, dragging, helping, carrying)*
- the war effort – *work actions, eg factories, sewing and knitting, cooking, farming, Home Guard (Dad's Army)*
- GI glamour – *eg chewing gum, cigarettes, food, stockings, Jitterbug/Swing*

Other dance ideas could include teeny bop.

OUTDOOR AND ADVENTUROUS ACTIVITIES



- ✓ High Quality
- ✓ Locally available
- ✓ Achieving Excellence

Unit 19: Outdoor and adventurous activities (1)

Core tasks

Following are core tasks the children could be asked to carry out

Task 1

See if you can follow a trail marked by arrows, or a long piece of string that goes round the classroom or hall. When you find an object, picture or shape on the trail, match these up to the pictures on your check sheet.

Adaptations and variations on the task

Ask the children to:

- carry out activities in the playground, or a wild area in the school grounds
- see how many objects, pictures or shapes they can find in a particular time, *eg 5 minutes, 10 minutes*
- follow a shorter trail, or work in pairs or small groups (this will make the task easier)
- follow a longer trail, or work on their own (this will make the task harder)
- follow a trail which includes some objects or pictures that are not on the check sheet (this will make the task harder)
- follow a simple map in the hall, with apparatus marked as key features
- follow a trial where each clue or checkpoint has a picture or word that describes the next one
- find one object at a time at first, and then two or three objects before having them checked

Task 2

See how many things you can rescue from the 'river' without putting any part of your body, including your hands, into the river area. The river is marked by two lines (rope or benches). You can only use the equipment you find on the river bank to help you, *eg skipping ropes, plastic hockey sticks, small bats*. Work as a team to get everything out.

Adaptations and variations on the task

Ask the children to:

- fish things out of a 'pond' (a bucket or bin), using lines and hooks that are safe
- work in pairs or small groups
- carry out the task within a time limit, to make the challenge harder
- give different pieces of equipment in the 'river' points, so that they get a score for what they retrieve
- solve similar problems that involve working cooperatively, *eg travel as a group across a room, using only special 'stepping-stones' and carrying equipment that they must not drop*
- following written rules and use a diagram of the challenges, rather than a verbal explanation

PE at Key Stages 1 and 2 (Year 3 / 4)

Unit 20: Outdoor and adventurous activities (2)

Core tasks

Following are core tasks the children could be asked to carry out

Task 1: Orienteering activities

Use a simple map of the playground or school fields to complete a course with 8 – 12 controls. Check three or four controls and then return to bases before finding the next ones.

Adaptations and variations on the task

Ask the children to:

- follow simple maps using photo trails, with simple markers made of clay or other materials. Start off by using easily recognisable features, making them progressively harder or smaller
- use a 'grid' map, instead of a map with trails. Set out cones around a playground, netball court or football pitch. Under some of the cones, put clues such as words that have to be matched up. Give the children a map that represents the rectangle divided into 4 x 4 or 5 x 4 grids. Ask the children to identify the position of the cones with the markers by their grid numbers with matching words
- take it in turns to find markers or controls, working in pairs. Ask them to set out simple equipment and courses, and ask other children to check them. Consider placing permanent controls around the site
- check answers often, so that they get more support
- follow a trail that takes them from a familiar environment to a less familiar one, *eg from the school grounds to a local park* (this will make the task harder)

Task 2: Physical challenge and problem-solving activities

Carry out this task with a partner. One of you put on a blindfold. The person without the blindfold should then lead his or her partner around a safe area given by the teacher. You can only use voice and fingertip contact to lead your partner (without pushing or pulling). When you have both had a go, repeat the task without using your voice and using your own signal system.

Adaptations and variations on the task

Ask the children to:

- take part in a range of introductory trust and adventure games, then solve a sequence of problems, *eg move around a space or across PE or play equipment; use a 'Crystal Maze' – style structure; create their own adventure*
- start blindfolded activities by leading their partners over short distances in open ground, then introduce a few small obstacles for them to negotiate by going under, through or over
- work in groups, with one or two sighted children leading groups of three or four blindfolded children. Link them together by asking them all to hold a rope
- carry out the task over more difficult terrain or a harder route

Task 3: Physical challenge and problem-solving activities

Take part in some adventure games, eg cross a barrier or space using a floating bridge (two large, easily moved objects such as hoops or mats); cross a swamp using small cones or discs as stepping stones.

Adaptations and variations on the task

Ask the children to:

- work in pairs or small groups
- take part in the games indoors, or in rougher areas outside
- make up their own challenges for others to solve
- solve the challenge within a time limit

PE at Key Stages 1 and 2 (Year 5/6)

Unit 30: Outdoor and Adventurous Activities

Core Task

Following are core tasks the children could be asked to carry out.

Task 1: Orienteering Activities and Journeying

Working in pairs or small groups, complete an orienteering course using a map. Your challenge is to find between eight and 12 controls in under 45 minutes. The course will be in your school grounds, or in a local park that you know.

Adaptations and variations on the task

Ask the children to:

- use photographs, clues and different forms of trail instead of maps. Set up problem-solving activities at key points of the trail
- visit more controls; visit controls that are spread out over a greater distance; or work in an area that they are not familiar with, possibly as part of a journey (this will make the task harder)
- work in pairs or groups with a good mixture of ability; work in relay with a partner, so that each partner returns after finding one control and can be given more direct help; follow descriptions, as well as symbols or map references (this will make the task easier)
- make up and set courses as part of the activity. Consider placing permanent controls around the site, as they are more flexible and allow you to vary the course to be followed while still using one basic map. Make sure that the number of controls is greater than the number to be visited

Task 2: Physical Challenge and Problem-solving Activities

Take part in a range of activities that involve working with, and trusting, others in you class. Your teachers will suggest activities, such as:

- one person who can see leading their blindfolded partner over difficult ground (this might include obstacles), or helping their partner to carry out some simple tasks
- one person who can see, but is not allowed to move, helping a group of blindfolded people to complete a task, *eg making a square from a line or rope*
- a blindfolded group following a 'night line' – a line or rope around, over or through a safe course

Adaptations and variations on the task

Ask the children to:

- communicate only in certain ways, *eg without talking, clapping signals, without physical contact*

Task 3: Physical Challenge and Problem-solving activities

In teams, complete a range of problem-solving adventure games, *eg cross an 'electric fence' made from elastic, without any of the team of the equipment you are carrying touching it; cross a divide using stepping stones, while carrying 'precious' materials.*

Adaptations and variations on the task

Ask the children to:

- follow more rules; carry more or different equipment; work in larger or smaller groups; complete the task within a time limit (this will make the task harder)
- follow fewer rules; use equipment that is easier to work with; work in a smaller space; complete the task in more time (this will make the task easier)
- devise their own problems and challenge others to solve them

ATHLETICS



- ✓ High Quality
- ✓ Locally available
- ✓ Achieving Excellence

PE at Key Stages 1 and 2 (Year 3, possibly 1 / 2)

Unit 17: Athletic activities (1)

Core tasks

Following core tasks the children could be asked to carry out

Task 1

Using different ways of travelling, eg running, walking, hopping and skipping, and following different pathways of courses. See how fast or far you can go in challenges such as:

- ***How fast can you move five beanbags from one hoop to another?***
- ***How many red cones can you touch in 30 seconds, 20 seconds, 15 second, etc?***

Adaptations and variations on the task

Ask the children to:

- carry or dribble balls or other equipment, to vary the ways they travel
- travel greater distances by moving the cones or hoops further apart (this will make the task harder)
- see how many beanbags they can move in a certain time, *eg how many beanbags can you move in 15 seconds?*
- work in small relay teams

Task 2

Using different ways of throwing, eg underarm, overarm, pushing, rolling and sliding, and different types of equipment, see how far, high or accurately you can throw in challenges such as:

- *can you throw further than you can run in three seconds or jump in five jumps?*
- *can you throw nearer the middle of the hoop?*
- *can you bounce the ball higher than the mark on the wall?*
- *how high up the wall can you bounce the ball?*

Adaptations and variations on the task

Ask the children to:

- use equipment of different weights and sizes
- try rolling and sliding equipment on different surfaces
- use equipment to strike a ball, instead of throwing
- aim for targets, *eg Can you throw further than your partner can run in three seconds?*
- throw from kneeling, sitting or lying, instead of standing
- throw with legs together, apart, and wide apart

Task 3

Using different ways of jumping, eg *two feet to two feet, two feet to one foot, one foot to same foot, one foot to opposite foot*, see how far, high or long you can jump in challenges such as:

- can you skip without stopping for 10 seconds, 20 seconds etc?
- can you jump across the space, eg a badminton court in less than five jumps?
- can you jump further than the distance between your head and your feet when you are lying down?

Adaptations and variations on the task

Ask the children to:

- set visible targets to jump past, such as drawn lines or soft cones. Ask them to estimate how far they can jump
- copy each other's jumps, mirror each other, and jump together
- jump further or skip for longer, to make the task harder
- jump up to touch balloons hanging down at different heights, to test how high they can jump
- find different ways of measuring their jumps, eg *how many steps, how many hand spans*

PE at Key Stages 1 and 2 (Year 3 / 4)

Unit 18: Athletic activities (2)

Core tasks

Following are core tasks the children could be asked to carry out

Task 1

In small groups, investigate and compare the effectiveness of different styles of:

- running, *eg short steps, long strides, straight arms, bent arms, swinging arms*
- jumping, *eg off one foot, off two feet*
- throwing, *eg underarm, overarm, pushing, pulling, slinging*

Decide which styles you like best, and see if you can go faster, higher or further.

Adaptations and variations on the task

Ask the children to:

- run over longer distances, to increase the effort needed
- use different arm actions and positions in running and jumping activities
- try to mirror someone else, so that actions are performed in synchronisation
- throw different implements. Let them try light, heavy, long and short equipment, then choose what to use
- measure distance in different ways, *eg against show size or body length*
- use different comparisons, *eg can you throw further than four jumps take you? Comparisons against past performance, comparisons against others*

Task 2

In teams of four, find out ways of running:

- **the fastest time as a relay team over a shared distance of 60m**
- **the longest distance as a relay team over times of 1 minute, *eg 1 minute 30 seconds, 2 minutes, 3 minutes***

Adaptations and variations on the task

Ask the children to:

- run for longer distances or times, *eg 120m, 180m*, to make the task more challenging
- run for shorter distances or times to make the task less challenging
- tackle different types of course, *eg circular, up and back, using obstacles*
- share distances and times fairly as a team. This may mean different members of the team running different distances
- use different ways of travelling instead of running

PE at Key Stages 1 and 2 (Year 5)

Unit 29: Athletic Activities

Core Tasks

Following are core tasks the children could be asked to carry out.

Task 1

Measure how far you can run in:

- 5 seconds
- 30 seconds
- 2 minutes

See if you can run faster so that you improve the distance you go, and set your own targets for improvement.

Adaptations and variations on the task

Ask the children to:

- run for shorter or longer times, to reduce or increase the effort needed
- run less far or further in the same time, to reduce or increase the effort needed
- use other skills, such as walking, hopping, skipping or wheelchair racing
- run while dribbling a ball or carrying a baton
- run at an even pace in longer runs
- use different courses, *eg zigzag, circular, back and fourth, including obstacles*
- work in a relay team and challenge themselves over different distances and times
- design mixed relays that use different skills

Task 2

Measure how long or high you can jump using:

- standing jumps
- jumps with run-ups
- combination jumps, *eg two-footed jump, step, hop*

See if you can improve on the distance or height you jump, and set your own targets for improvement.

Adaptations and variations on the task

Ask the children to:

- jump two feet to two feet, and one foot to one foot, as well as traditional long and high jump
- make up a combination of jumps to link together
- use different ways to measure the distances and heights they jump, *eg shoe length, body length*
- jump over or across a variety of safe barriers

Task 3

Measure how well you can throw:

- for height, *eg bounce the ball and try to clear a barrier*
- for distance
- with run-ups and without
- using different equipment, *eg hoops, large and small balls, quoits, mini-discus, beanbags*

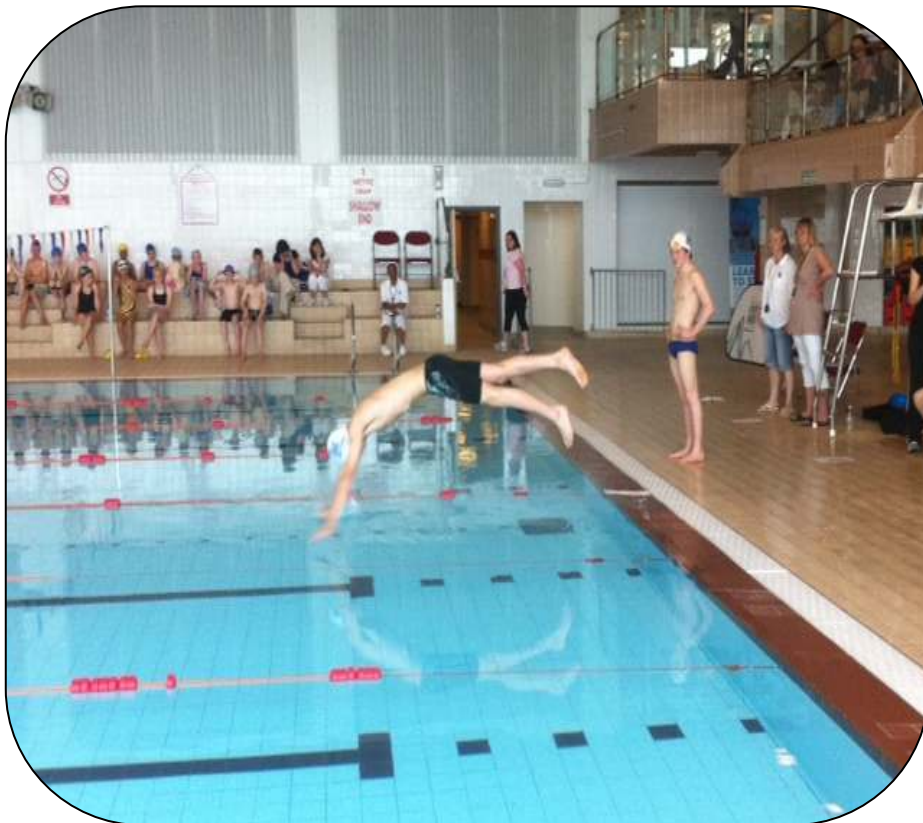
See if you can improve the distance or height you throw, and set your own targets for improvement.

Adaptations and variations on the task

Ask the children to:

- use other sending skills, *eg rolling a ball, striking a ball*
- throw for accuracy instead of height or distance
- use modified equipment, *eg a junior shot, junior discus, modified javelin*, to ensure safety and increase success

SWIMMING



- ✓ High Quality
- ✓ Locally available
- ✓ Achieving Excellence

PE at Key Stages 1 and 2 (Year 1/2/3)

Unit 7: Swimming activities and water safety (1) Beginners (non-swimmers and developing swimmers)

Core tasks

Following are core tasks the children could be asked to carry out

Task 1

Individually, in pairs or small groups, move around or across the pool while wearing swimming aids. See how fast or quietly you can move across the pool, using walking, running, jumping, hopping, skipping, lunging and floating, and swimming actions.

Adaptations and variations on the task

Ask the children to:

- play 'follow my leader'
- take part in short races for individuals and relay teams
- go backwards and sideways, as well as forwards

Task 2

How long can you stay still with your feet off the ground when:

- **using different body shapes, eg tuck and stretch?**
- **lying on your front or back?**
- **holding your breath?**

Adaptations and variations on the task

Ask the children to:

- use swimming aids that give more or less support
- keep their head in the water to make the task harder, or out of the water to make it easier
- plunge under the surface after taking a big breath, to see if they float for five seconds

Task 3

See how far you can swim. Try to cover between 5 and 20 metres using swimming aids, eg armbands and floats

Adaptations and variations on the task

Ask the children to:

- take part in time and distance challenges. Put floating markers in the water for children to reach, or start them further and further away from the side
- try kicking while on their front and on their back
- try to swim the distance without using swimming aids or support

Children will need different levels of support from swimming aids. Over time, there should be a gradual reduction in the amount of support they need. Some children may need one-to-one support in the pool.

PE at Key Stages 1 and 2 (Year 3/4/5/6)

Unit 16: Swimming activities and water safety (2) developing and competent swimmers

Core Tasks

Following are core tasks the children could be asked to carry out

Task 1

How fast can you swim:

- 10 metres?
- 25 metres?
- 50 metres?

Adaptations and variations on the task

Ask the children to:

- swim the distance using controlled arm actions or controlled leg actions
- swim on their front and their back
- see how few or how many strokes they need to use to cover the distance
- see if they can swim the distance using a certain number of breaths, *eg one breath, three breaths, 10 breaths*
- use the set rules for each stroke, to make the task harder

Task 2

Working as a team of three or four swimmers, how fast can you swim:

- 100 metres?
- 200 metres?
- 400 metres?

Only one person can swim at a time, and everyone in the group must swim part of the distance. No feet may touch the ground. Try the challenge four or five times over several lessons and try to get your team to swim the distance faster.

Adaptations and variations on the task

Ask the children to:

- swim using the same stroke or to swim using different strokes
- use at least two strokes
- swim as a team for a specific time, *eg 1 minute, 2 minutes*, and measure the distance they cover
- tackle obstacles or use skills, *eg swim through a hoop, swim with a ball*

Task 3

How long can you keep going around a personal survival obstacle course without touching the ground? Try to keep going for set lengths of time, eg *5 minutes, 8 minutes, 12 minutes*. The course should involve:

- swimming on the surface
- swimming under water
- carrying equipment
- floating or sculling for a set period of time
- retrieving equipment from the bottom of the pool

Adaptations and variations on the task

Ask the children to:

- cover a certain distance, rather than to keep going for a certain time
- swim further or for longer, depending on ability
- tackle more obstacles and tasks, to increase the demand
- tackle fewer obstacles and tasks, to increase the speed
- work in shallow water near the edge and swim widths, if they are less able swimmers
- work in deeper water and swim lengths, if they are more able swimmers
- swim in relay teams